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Note-Taking Support: Giving more POWER to the student

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NOTE-TAKING SUPPORT...
GIVING MORE
POWER
TO THE STUDENT



By Dave Tucker
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This is Gaby. She's about to start college.
She has a disability, but she's determined it
won't hold her back.

Name: Gaby

Age: 19

Course: Business
Development and Economics

Challenges: Concentration,
organization, working
memory, handwriting,
spelling, grammar

Strengths: Communication,
collaboration, creativity,
self-motivation



Gaby receives plenty of support from Disabled Students Programs and Services. So much help being available is “lit”.



All this support is super helpful, but she still doesn't feel she's getting value from class. The information just won't stick. Her classmates are leaving her behind.



She goes back to the friendly people at Disability Services and they arrange for someone to take notes for her.
But there are problems...

The notes are often:

- Incomplete
- Handwritten/Illegible
- Late
- Unavailable
- Not useful



Gaby feels:

- Disengaged
- Anxious
- Frustrated
- Different
- Resigned

Staying on top of her studies becomes increasingly stressful and overwhelming. Her midterm results come in and they are bad. She thinks about dropping out...



A common story with major implications

- **Drop-out rates**

- Only 34% of 4-year college students with disabilities graduate from their program (*National Council on Disabilities*).

- **Employment statistics**

- Just 41.1% of disabled Americans were in employment in 2010, compared to 79.1% of non-disabled Americans (*Census data*).
- A worrying trend... in the early 1990s, about half of disabled Americans were employed.



Disabled Americans and low wages

Disabled workers earn about \$9,000 less a year than a non-disabled workers, according to Census data on median earnings. That gap was under \$6,000 in the early 1990s.



Over to you

- How familiar is Gaby's story?
- What does your department do to help?
- Is there anything more you could be doing?



Modernizing note-taking support can transform college for students like Gaby.



The shortcomings of traditional note-taking accommodations

- Creates learning dependence, not independence
- Students are often unhappy with the notes they receive
- Students aren't engaging with information in class
- Students aren't developing transferable study skills for further education and employment
- Time-consuming, stressful, and expensive to administer



Better notes lead to better grades

*Titworth, B.S. (2001).
The effects of teacher immediacy, use
of organizational lecture cues and
students' note-taking on cognitive
learning.*



Wouldn't it be great if you could somehow equip your students with note-taking superpowers?



With Sonocent, **students like Gaby** gain...

- ★ **THE POWER... to learn independently**
 - No longer reliant on someone else for notes
- ★ **THE POWER... to engage in class**
 - Focus on understanding and listening
- ★ **THE POWER... to achieve better grades**
 - 87% of students say Sonocent raised their GPA
- ★ **THE POWER... to develop transferable study skills**
 - Sonocent helps individuals achieve more throughout college and on to employment



And that's not all... **Sonocent gives support staff “super powers” too**

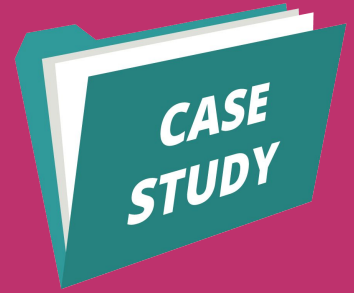
- ★ **THE POWER... to make tiresome admin vanish**
 - Manage students' access from an online control panel
- ★ **THE POWER... to do more with less**
 - Save money versus providing paid notetakers
- ★ **THE POWER... to break down learning barriers**
 - Proven to help students with conditions including ADHD, ADD, PTSD, and Asperger Syndrome
- ★ **THE POWER... to make student satisfaction soar**
 - 95% say they “find it easy to take good notes” with Sonocent



“What impact does Sonocent have? Where’s the proof that it works?”



Sonocent at University of Alabama at Birmingham



Piloted in Fall 2016. Purchased in December 2016.

- **GOAL** = to improve student satisfaction with note-taking accommodations
- **RESULT** = 80% of students who participated in the pilot felt the software “helped them academically”
- **RESULT** = 44% felt that they could take “great” notes with Sonocent
 - 0% felt this way before the pilot
- **RESULT** = Looking at implementing across campus

“The Loan License system is amazing. I give students a license key and it shows up on the [dashboard]. Then I approve the license and they have it for as long as I approve it for.”

Jessi Wright,
Assistive Technology
Specialist

Students are happier with the notes they take using Sonocent



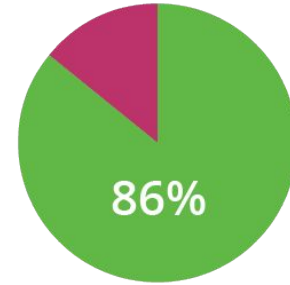
"My notes captured all the important bits"



"I was confident that my notes would help me study"

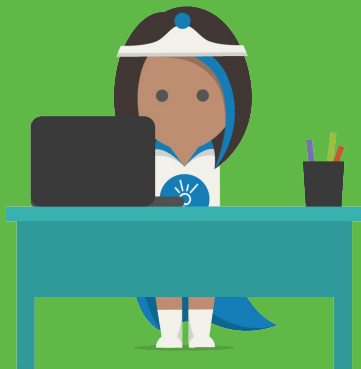


"I could find all the important points in my notes"



86% of educators believe Audio Notetaker improves academic attainment

“Sounds good. So, how does a student go about using Sonocent?”



Break note-taking into manageable steps
and support each one



Q&A

Trial Sonocent for free at your institution

Come talk to me at this event.

Go online: www.sonocent.com/free-trial-information

Email us: better-notes@sonocent-usa.com

Call us: +1.202.657.4332

